



Slyne-with-Hest C of E Primary School

PSHE Policy

September 2026



Listen, learn, love and laugh as part of God's family.

Policy:	Exclusions Policy
This statement was reviewed:	September 2025
This statement will be reviewed again on or before:	September 2028
Governor committee responsibility:	Standards and Curriculum Com

All the policies of the school embody the school mission statement:

Listen, learn, love and laugh as part of Gods family

Purpose

The purpose of this policy is to outline the approach to Personal, Social, Health and Economic (PSHE) education at Slyne-with-Hest Primary School. It provides clear guidance on the intent, implementation and impact of PSHE within our curriculum and ensures statutory requirements are met.

This policy supports staff in delivering high-quality PSHE education and informs parents and governors about the school's provision.

Introduction

At Slyne-with-Hest Primary School, we believe that children's personal, social and emotional development is fundamental to their success both in school and in later life. PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive and responsible lives.

Through our PSHE curriculum, we promote pupils' wellbeing, resilience and character development. We aim to provide a safe and supportive learning environment in which

children can explore values, develop empathy and learn how to build positive relationships.

PSHE education underpins our wider curriculum and contributes significantly to safeguarding, equality, diversity and inclusion, spiritual, moral, social and cultural (SMSC) development and the promotion of British values.

Aims

The aims of PSHE education at Slyne-with-Hest Primary School are to:

- Develop pupils' self-confidence, self-awareness and self-esteem
- Enable pupils to make informed and responsible choices
- Promote positive mental health and emotional wellbeing
- Encourage respect for others and appreciation of diversity
- Develop healthy and safe relationships
- Equip pupils with the knowledge and skills to stay safe, including online
- Foster resilience, independence and problem-solving skills
- Promote understanding of rights, responsibilities and citizenship
- Support pupils in becoming active, responsible members of society

Legal Requirements of Schools

It is a statutory requirement for primary schools to deliver Relationships Education (see separate RSE Policy).

Health Education is also statutory in all primary schools.

Slyne with Hest Primary School acknowledges that under the Education Act 2002 and the Academies Act 2010, all schools must provide a balanced and broadly-based curriculum. We are committed to delivering not only the statutory elements, but a comprehensive Personal, Social, Health and Economic (PSHE) education that supports the whole child.

What Personal, Social, Health and Economic (PSHE) Education, including Relationships Education, Is

Our PSHE education, including statutory Relationships and Health Education as recommended by the Department for Education (DfE), provides a framework through which key skills, attributes and knowledge can be developed and applied.

PSHE promotes:

- Positive behaviour
- Good mental health and wellbeing
- Resilience and achievement

- Online safety awareness
- Healthy and respectful relationships
- Critical thinking about media messages
- The ability to challenge prejudice and extreme views
- Confidence and self-advocacy

Our PSHE provision supports the school's aims of developing confident, responsible citizens and successful learners who are creative, resourceful and able to solve problems.

The social and emotional development of pupils is embedded throughout our curriculum and school culture. Our planned, thematic PSHE programme follows a spiral curriculum of recurring themes designed to:

- Develop knowledge, self-esteem, confidence and self-awareness
- Encourage social skills and social awareness
- Help pupils understand their own personal and social experiences
- Promote responsible attitudes towards physical and mental health
- Develop caring and respectful relationships
- Encourage environmental responsibility
- Build resilience and independence
- Develop understanding of society, rights and responsibilities

We recognise the strong link between health and wellbeing and academic progress. The skills and attitudes developed through PSHE are essential to children becoming effective learners.

How PSHE Education Is Provided and Who Is Responsible

At Slyne-with-Hest Primary School, we use SCARF, a comprehensive scheme of work for PSHE and wellbeing education. SCARF meets the statutory requirements for Relationships and Health Education and aligns with the PSHE Association Programme of Study, while contributing to National Curriculum subjects.

We follow the six half-termly units and adapt the scheme where necessary to reflect our local context and community needs. Pupil voice, including contributions from the School Council, informs planning and development.

Roles and Responsibilities

Mr Bowden (PSHE Subject Lead):

- Oversees the planning and delivery of PSHE
- Supports staff with training and resources
- Monitors and evaluates provision

- Ensures statutory requirements are met

Class teachers deliver a full day of PSHE every half term using the SCARF resources, alongside additional standalone lessons and cross-curricular opportunities where PSHE learning naturally links with other subjects. This ensures that key themes are reinforced across the wider curriculum. In addition, Life Education visits enhance our provision by delivering specialist sessions that complement and deepen pupils' learning.

Teachers are supported through SCARF guidance materials and training resources, and further support can be requested from the PSHE subject lead.

We have chosen SCARF because it:

- Builds on prior learning
- Provides clear progression
- Is age-appropriate and sensitive
- Ensures increasing challenge across the school

What Is Being Taught

Early Years Foundation Stage (EYFS)

In EYFS, PSHE is delivered through:

- Child-led activities and play
- Daily routines
- Small group and whole-class activities
- Development of personal skills (e.g., dressing, feeding, toileting)

Children are supported in forming positive relationships and developing emotional awareness through structured and unstructured opportunities.

Key Stage 1 and Key Stage 2

The SCARF programme is divided into six themed units:

1. **Me and My Relationships** – feelings, friendships, conflict resolution
2. **Valuing Difference** – respect, diversity, British values
3. **Keeping Myself Safe** – physical health, online safety, personal safety
4. **Rights and Responsibilities** – money, community, environment
5. **Being My Best** – healthy lifestyles, growth mindset, goal-setting
6. **Growing and Changing** – human development, life cycles, personal safety

Children learn about themselves as individuals and as members of a wider community. They are encouraged to reflect on how their choices and behaviours affect others and to develop empathy, resilience and responsibility.

How PSHE Education Is Taught

PSHE is taught in two ways by class teachers throughout the year in mixed-sex classes:

- One PSHE day each half term with a focus on one of the 6 SCARF themes
- On a daily basis, as situations and class activities dictate

In Years 4 – 6 there is also a specific RSE session delivered by a member of the RSE SCARF / Life Education team (see RSE policy)

Teaching approaches include:

- Discussion and circle time
- Role play and drama
- Activity sheets
- Videos and online resources
- Collaborative learning

We establish a safe learning environment through:

- Agreed class ground rules
- A clear confidentiality statement

Teachers respond to questions factually and age-appropriately using agreed vocabulary. Any safeguarding concerns or disclosures are handled in line with the school's Safeguarding and Child Protection Policy.

Monitoring, Evaluation and Assessment

Assessment in PSHE includes:

- SCARF "Success" Statements
At the end of each unit, pupils reflect on "I can" statements linked to key learning outcomes. This supports self-assessment and teacher assessment.

Subject Monitoring

Mr Bowden provides an annual report to the Headteacher and Governing Body evaluating teaching, learning and curriculum impact.

Monitoring may include:

- Lesson observations

- Pupil voice
- Review of individual PSHE books

From September 2026, each class has their own **PSHE floor book** in which they record the PSHE journey of the class. These books showcase learning, reflections and progression over time. The books are passed up with the children as they move through the school, ensuring continuity and allowing children to reflect on their learning year by year. Each book contains work from all the children over time.

Accessibility and Inclusion

PSHE is delivered inclusively to all pupils.

It is not our policy to withdraw pupils with special educational needs from PSHE to catch up on other subjects. Personal and social development is as important as academic achievement.

Teachers adapt lessons and provide additional support where necessary to ensure all pupils can access learning. PSHE planning takes into account individual targets and needs.

Our Relationships and Sex Education content:

- Reflects diverse ethnic, religious and cultural backgrounds
- Acknowledges a range of family structures
- Promotes equality, diversity and inclusion

Resources are carefully selected to ensure representation and inclusivity.

Policy Review

This policy will be reviewed every two years

Review Date: Full review on or before September 2028